

# MUSIC

## EYFS:

### **Listen, Review, Evaluate**

- I can listen to a piece of music
- I can talk about what I can hear

### **Playing and Performing**

- I can explore keeping the beat.
- I can play back a simple rhythm on an untuned percussion instrument.
- I can explore pitch using basic tuned percussion instruments.

### **Singing**

- I can copy and sing along to well-known songs
- I can learn and sing call and response songs

### **Creating and Composing**

- I can create my own song or improvise one based on one I already know.

## Year 1:

### **Listen, Review, Evaluate**

- I can listen to a variety of music and describe it in simple terms, for example, fast, slow, loud and quiet.
- I can identify the pulse of music I listen to.

### **Playing and Performing**

- I know when and when not to play.
- I can copy back simple rhythms and play these on tuned and untuned percussion.
- I can keep a steady pulse.
- I can combine simple rhythms and pulse in a group
- I can name common classroom instruments, for example a glockenspiel.

### **Singing**

- I can sing simple songs, chants and rhymes.

### **Creating and Composing**

- I can create a simple rhythm.
- I can choose appropriate sounds to accompany a story or picture.

### **Stave Notation**

- I can understand that sounds can be represented by pictures and symbols

## Year 1/2:

### **Listen, Review, Evaluate**

- I can combine simple rhythms and pulse in a group
- I can listen to a variety of music and describe it in simple terms, for example, fast, slow, loud, quiet, tempo, dynamics, timbre and instruments used.
- I can identify the pulse of music I listen to.
- I can join in with keeping the pulse of music I hear.

### **Playing and Performing**

- I know when and when not to play.
- I can copy back simple rhythms and play these on tuned and untuned percussion.
- I can name common classroom instruments, for example a glockenspiel.
- I can play simple melodies on tuned percussion.
- I can repeat simple rhythms over and over. I know this is called an ostinato
- I can demonstrate the difference between rhythm and pulse.

### **Singing**

- I can sing simple chants and rhymes.
- I can sing songs expressively with an awareness of pitch.

### **Creating and Composing**

- I can create a simple rhythm.
- I can choose appropriate sounds to accompany a story or picture.
- I can use instruments to create simple rhythmic and melodic patterns.
- I can represent simple rhythms using symbols.
- I can represent rises and falls in pitch using graphic notation

### **Stave Notation**

- I can understand that sounds can be represented by pictures and symbols

- I can understand that rhythms and melodies can be represented by symbols or graphic notation.

### **Year 2:**

#### **Listen, Review, Evaluate**

- I can listen to music and use simple adjectives to comment on musical elements including tempo, dynamics, timbre and instruments used.
- I can join in with keeping the pulse of music I hear.

#### **Playing and Performing**

- I can play simple melodies on tuned percussion.
- I can repeat simple rhythms over and over. I know this is called an ostinato
- I can demonstrate the difference between rhythm and pulse.
- I can combine two simple rhythms in a group. I use a mixture of body percussion and percussion instruments.

#### **Singing**

- I can sing songs expressively with an awareness of pitch
- I know a range of songs, chants and rhymes.

#### **Creating and Composing**

- I can use instruments to create simple rhythmic and melodic patterns.
- I can represent simple rhythms using symbols.
- I can represent rises and falls in pitch using graphic notation

#### **Stave Notation**

- I can clap back simple rhythmic patterns using non-standard notation, for example, symbols.
- I can invent simple rhythmic patterns and record these using non-standard notation, for example, symbols.
- I can understand that rhythms and melodies can be represented by symbols or graphic notation.

### **Year 3**

#### **Listen, Review, Evaluate**

- I can listen to music for longer periods.
- I can listen to a short sequence and sing or play it back.
- I can comment on music I listen to using the terms pitch, tempo and beat.

#### **Playing and Performing**

- I can play melodies using tuned percussion from simple treble notation
- I can clap back more complex rhythms and combine with pulse in a group.

#### **Singing**

- I can sing with a greater awareness of expression and pitch, for example, I can control dynamics (loud and soft) in their singing
- I can sing simple rounds and canons.

#### **Creating and Composing**

- I can invent simple rhythmic and melodic sequences.
- I can improvise short patterns using the voice and tune and untuned percussion.
- I can notate simple rhythms, for example, crotchets, quavers and crotchet rests.

#### **Stave Notation**

- I can understand that the stave is five lines and that each line and space represents a different pitched note
- I can accurately give note names for crotchets, quavers and know the value of each.
- I can clap back simple rhythms from standard notation, for example, crotchets, quavers and crotchet rests.

### **Year 4**

#### **Listen, Review, Evaluate**

- I can comment on likes and dislikes of music I hear using musical vocabulary.
- I can comment on music I hear using the terms duration, timbre, pitch, beat, tempo and texture.
- I can listen to more complex melodic and rhythmic patterns and accurately play or sing them back.

#### **Playing and Performing**

- I can play and perform using a range of tuned and untuned percussion from stave notation where appropriate
- I can perform with the audience in mind.

#### **Singing**

- I can sing with fluency and accuracy of pitch.
- I can maintain my own part when singing rounds, canons and part songs.

#### **Creating and Composing**

- I can compose music to a given stimulus, for example, to represent the weather or animals.

- I can confidently improvise melodic and rhythmic patterns using the voice and instruments.

### **Stave Notation**

- I can accurately name and use the notes on a treble stave, for example, 'Every Good Boy Deserves Football' for the lines and 'FACE' for the spaces.
- I can recognise and name the treble clef and time signature, for example, I can explain that the time signature dictates how many beats in a bar there are.
- I can accurately give note names for crotchets, quavers, minims, dotted minims and semibreves and know the value of each.
- I can invent simple rhythms that may repeat (ostinatos) and, with support, notate these using standard notation, for example, keep into 3 or 4 beats per bar.

## **Year 5**

### **Listen, Review, Evaluate**

- I can listen to music for extended periods and comment using a range of musical vocabulary.
- I understand that music often reflects cultural context.
- I can begin to identify works by the great composers.

### **Playing and Performing**

- I can play longer melodies and, as a group, combine simple melodies in two parts.
- I can play from treble notation with greater fluency.

### **Singing**

- I can copy and sing along to well-known songs
- I can sing more complex songs with awareness of how my part contributes to the overall effect.

### **Creating and Composing**

- I can compose music within simple structures, for example, verse, chorus, verse.
- I can record simple rhythms and melodies using treble notation.
- I can confidently improvise as part of a group performance.

### **Stave Notation**

- I can accurately play and perform from the treble stave. I understand that the treble stave is part of a grand stave and recognises that lower notes use the bass clef.
- I can invent more complex rhythms and accurately notate these using bar lines to separate measures.
- I am able to tell if there the right number of beats in a bar.

## **Year 6**

### **Listen, Review, Evaluate**

- I can listen to a piece of music and accurately identify the genre.
- I can comment on the music I hear accurately using the vocabulary of the musical elements
- I understand that music is created often for occasions, cultural reasons or to reflect societal meaning.
- I can accurately identify some works by the great composers and understand their place in history, for example, from the Medieval or Modern eras.

### **Playing and Performing**

- I can play and perform using musical elements such as duration, tempo, dynamics to good effect.
- I can play with a secure understanding of treble stave notation.
- I can prepare a solo or group performance for an audience.

### **Singing**

- I can identify changes in pitch and know that these are called intervals.
- I can sing with accurate pitch, fluency and expression.

### **Creating and Composing**

- I can use a range of compositional devices such as drones and ostinato to compose a musical piece.
- I can record my ideas accurately using treble stave notation.

### **Stave Notation**

- I can invent simple melodies and notate these independently using treble notation (and bass clef where appropriate e.g. where the pupil is learning a bass clef instrument).
- I can understand the term chord as a triad of notes and can represent these on a treble stave.